

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Newberry Middle School

District: Newberry County

Principal: Katrina L. Singletary

Superintendent: Bennie Bennett

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

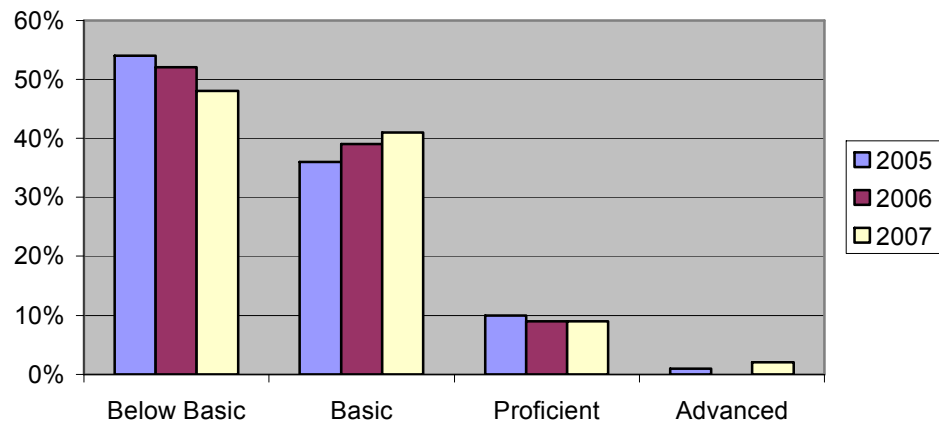
- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

According to our 2007 school report card, we had 640 students enrolled at Newberry Middle School. We had 4.6% of our students enrolled in Algebra 1 and/or English 1 for high school credit. We had 10.6% of our students eligible for gifted and talented programs and 15.5% had disabilities other than speech. The retention rate was 5.3% and 3.9% of our population was older than usual for their grade. The attendance rate for our students was 93.5%. We had 2% of our students with out-of-school-suspensions or expulsions for violent and/or criminal offenses. We did not have any students to drop out.

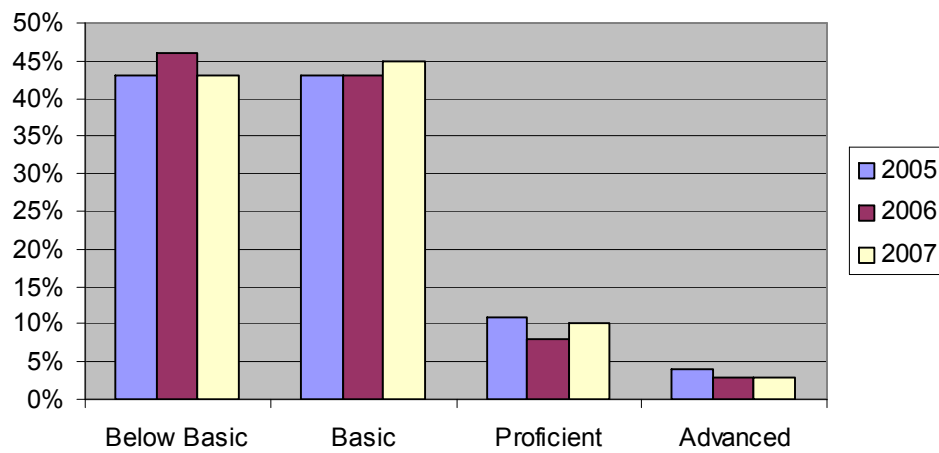
During the 2007 school year we had 49 teachers and 53.1% of those teachers had advanced degrees. We had 71.4% with continuing contracts and 11.4% had emergency or provisional certificates. 75.7% of our teachers returned from the previous year. We had a 92.6% teacher attendance rate and 9.7 professional development days for teachers. The average teacher salary was \$41,790

The principal was at the school for one year and that was no change from the last year. The student-teacher ratio in core subjects was 17.6 to 1. We had good opportunities for the arts and our prime instructional time was 83.2%. We are accredited by SACS and 94.3% of our parents attended conferences. Our character development was below average. We spent \$7,144 per pupil and 73% of expenditures were for instruction while 60.8% of expenditures were for teacher salaries.

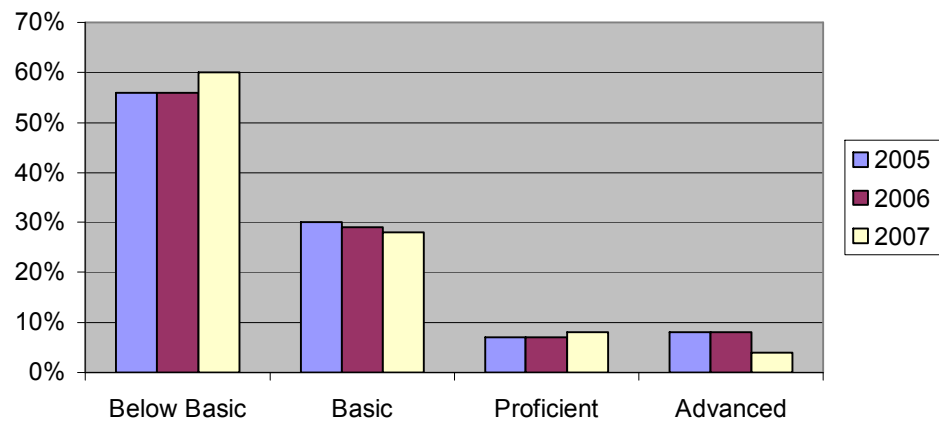
Performance Summary ELA



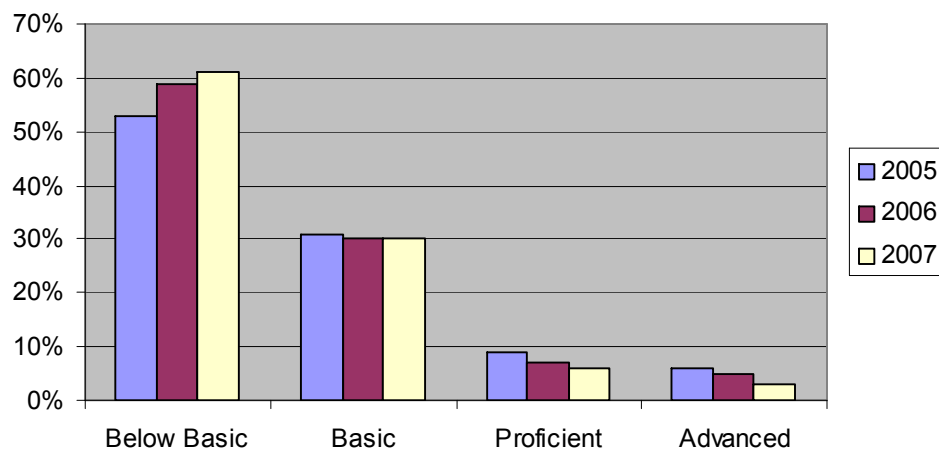
Performance Summary - Math



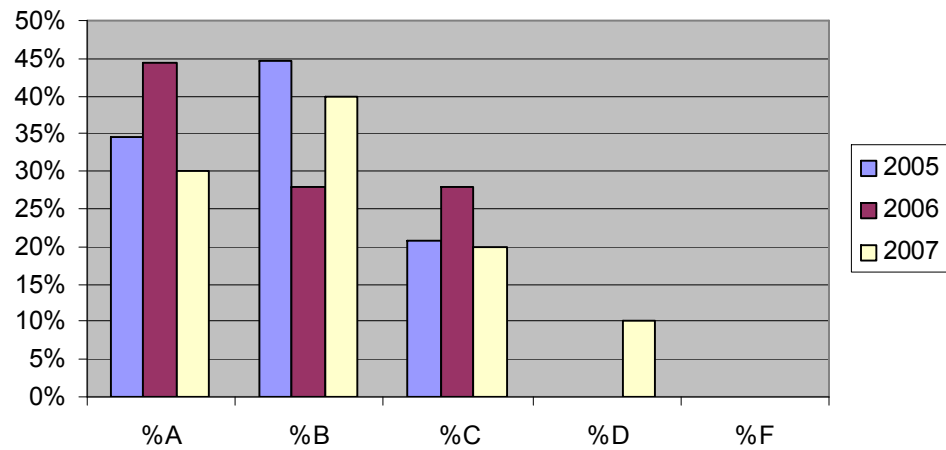
Performance Summary-Science



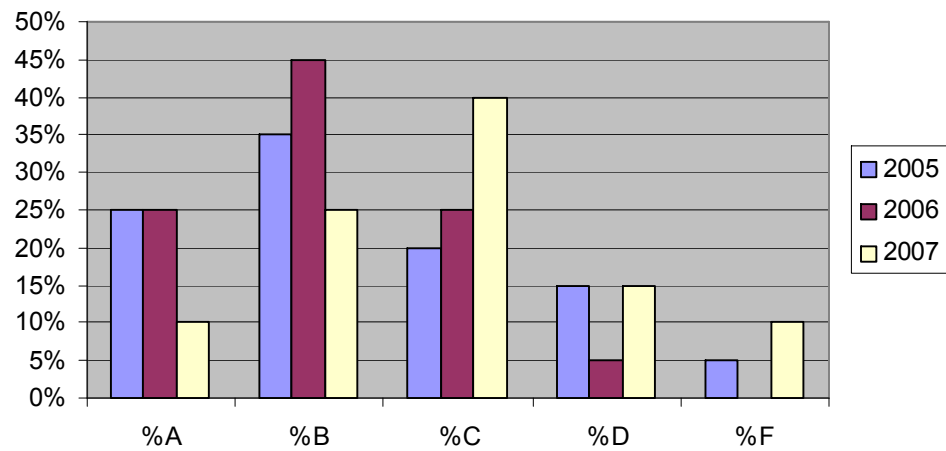
Performance Summary-Social Studies



End of Course Performance- Algebra 1



End of Course Performance - English 1



Reading

The chart below shows the number of students that we tested at each grade level. It also shows the number and percentage of students that had an increase in their scores, the number and percentage of students that had a decrease in their scores, and the number and percentage that remained the same. The chart outlines the total points gained and the number and percentage of student that reached the next PACT level according to the MAP/PACT correlation.

Grade	Total # of Students	# and % of Students Increasing Scores	# and % of Students Decreasing Scores	# and % of Students Remaining the Same	Total Points Gained	# and % of Students Reaching Next PACT Level
6	188	124 (66%)	54 (29%)	10 (5%)	874	65 (35%)
7	178	110 (62%)	57 (32%)	11 (6%)	573	38 (21%)
8	155	106 (68%)	40 (26%)	9 (6%)	789	42 (27%)

Language

The chart below shows the number of students that we tested at each grade level. It also shows the number and percentage of students that had an increase in their scores, the number and percentage of students that had a decrease in their scores, and the number and percentage that remained the same. The chart outlines the total points gained and the number and percentage of student that reached the next PACT level according to the MAP/PACT correlation.

Grade	Total # of Students	# and % of Students Increasing Scores	# and % of Students Decreasing Scores	# and % of Students Remaining the Same	Total Points Gained	# and % of Students Reaching Next PACT Level
6	173	118 (68%)	42 (24%)	13 (8%)	861	60 (35%)
7	168	119 (71%)	38 (23%)	11 (6%)	619	42 (25%)
8	154	113 (73%)	35 (23%)	6 (4%)	702	39 (25%)

Math

The chart below shows by grade level the number of students who either move the next MAP level or gained five (5) or more points from Fall testing until Spring testing. These numbers include the "bubble kids" identified in the Math Focused Goal.

Grade Level	Move to Next MAP Level	Gained 5 or More Points
6 th	41	42
7 th	25	38
8 th	23	51
Total	89	131

Science

The chart below represents the overall grade level gains from Fall 2007 to Spring 2008 in General Science and Concepts and Processes.

Grade Level	Fall (2007) Mean RIT General Science	Spring (2008) Mean RIT General Science	Gain
6th	202.1	207.5	5.4
7th	203.8	208.7	4.9
8th	205.2	207.7	2.5

Grade Level	Fall (2007) Mean RIT Concepts and Processes	Spring (2008) Mean RIT Concepts and Processes	Gain
6th	201.0	205.6	4.6
7th	202.2	206.0	3.8
8th	203.6	207.1	3.5

The Leadership Team, which consists of, the Principal, two Assistant Principals, Administrative Assistant (Curriculum), Literacy Coach, Math Coach, and Science Coach were directly involved in writing this plan. Additionally, we had input from our teachers, External Review Team Liaison, Director of Middle/Secondary Education, and our Superintendent. First, we took the Focused School Renewal Plan Documentation for Satisfactory Implementation and examined each goal and strategy. We looked at reasons why we did not meet our goals even though we experienced overall growth with our MAP scores. We also rated the strategies in terms of what worked well and what did not work. Teachers were given a copy of the Focused School Renewal Plan Documentation for Satisfactory Implementation. Our content coaches and administrative assistant met with teachers in each core content area to discuss the strategies for the area in which they taught. Teachers were allowed the opportunity to give feedback for the 2008-2009 plan.

The decision to use the goals in this plan was based on our Spring Meeting with ERT panel. From this meeting we reviewed our 2007-2008 plan and made the necessary adjustments to ensure that the percentage of students included in this plan will help us to reach our desired level of achievement.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
 - **Testing (MAP, Benchmark, etc.)**
 - **Disaggregation and ongoing utilization of data to guide instruction**
 - **Professional development that needs to be scheduled**
 - **Implementation/monitoring of specific strategies**
1. July 2008 – Student schedules will be finalized. Selected teachers will work together to plan common lessons for Enrichment period. Disaggregate PACT Data.
 2. August 2008 – Teachers will have professional development as noted in the plan. A schedule for MAP Fall Window will be established. Aimee Dean will be at school the first week of school during Professional Development Days and representatives from the Schlechty Center. Early Release Days & Content Meetings will be held.
 3. September 2008 – Students will take Fall Map. Early Release Days & Content Meetings will be held. Individual meetings to discuss 2008 PACT data. Individual Meetings to set goals for Continuing Contract Teachers. Faculty Book Club ~ What Great Teachers Do Differently
 4. October 2008 – Teachers will disaggregate MAP data and create class goals. Teachers will meet with students to set individual MAP goals. Early Release Days & Content Meetings will be held. Teacher observations will begin. Instructional Coaches will train ELA and Math teachers on NWEA reports and des cartes. Faculty Book Club ~ What Great Teachers Do Differently
 5. November 2008 – Content Meetings will be held. District wide professional development day on WOW strategies. Teacher observations. Faculty Book Club ~ What Great Teachers Do Differently
 6. December 2008 - Content Meetings will be held. Teacher observations. Faculty Book Club ~ What Great Teachers Do Differently
 7. January 2009 – Teachers will update students on MAP goals. Early Release Days & Content Meetings will be held. Teacher observations. Faculty Book Club ~ What Great Teachers Do Differently
 8. February 2009 – Students will take Winter/Spring MAP. Early Release Days & Content Meetings will be held. Teacher observations. Faculty Book Club ~ What Great Teachers Do Differently

9. March 2009 – Teachers will disaggregate MAP data and adjust instruction to include any weaknesses noted through the most recent MAP. Early Release Days & Content Meetings will be held. Teacher observations. Faculty Book Club ~ What Great Teachers Do Differently
10. April 2009 - Early Release Days & Content Meetings will be held. Faculty Book Club ~ What Great Teachers Do Differently
11. May 2009 - Early Release Days & Content Meetings will be held. PACT!! Faculty Book Club ~ What Great Teachers Do Differently

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1: By April 1, 2009, 30% of students in grades 6th – 8th will increase Math MAP scores at least one or more RIT Levels as measured from Fall Map 2008 to Winter MAP 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Revise and continue implementation of Curriculum Map based on the 2007 State Math Standards	Math Coach, Math & SPED Teachers	August 2008	Copies of revised Curriculum Map for all grade levels to ensure that SC Standards are being taught and paced appropriately. Copies of lesson plans and teacher evaluations to monitor when and how the standards are being taught in the classroom on a weekly basis. Long range plans submitted by teachers. Math Coach and Grade Level Administrators will maintain copies of Curriculum Maps for each grade. Lesson plans are monitored through www.onsourcesystems.com by Math Coach and Grade Level Administrators. Grade Level Administrators will keep copies of Long Range Plans.
Tiger Time (enrichment) to reinforce and remediate math skills	Administration and Math Coach, Math/SPED teachers	July 2008	Notebook of Lessons that will be taught during Tiger Time (enrichment) that address student needs. Rotation schedule that will show student groupings based on MAP data. Incentive Program to reward students for active participation during enrichment period based on icon sheets. Each math teacher has a Tiger Time notebook of lessons. Math Coach will maintain rotation schedule and incentive program information.
Use Odyssey to individualize instruction and practice math skills	Administration, Math Coach, & Math /SPED Teachers	August 2008	All students will be scheduled to visit the computer lab once a month to work on math Odyssey lessons, which are generated based on Map Rit scores or by teacher input. The lessons are utilized as remediation for

			targeted skills. Class reports are analyzed as evidence of student progress and aid teachers in monitoring and adjusting their lessons and plans to focus on identified. The lab facilitator will keep a copy of the lab schedules. Class reports will be maintained in teacher data notebooks.
Use Test for Higher Standards as benchmarks for each nine week period	Math Coach, & Math/SPED Teachers	September 2008	Benchmarks will provide common assessments for data desegregation which will guide classroom instruction. Copies of the test and data will be provided. . Math Coach will keep copies of tests and the data analysis.
Use MAP data to individualize instruction based on RIT Bands	Math Coach & Math/SPED Teachers	September 2008	At the completion of the fall MAP assessment all math teachers will analyze their student fall MAP data to set overall goals for each of their classes. An NWEA goal setting form will be used to set four goals for each of their math classes. For the purpose of identifying gains they would like their students to achieve in the RIT bands. In October, teachers will meet individually with each of their students to help them set individual goals for themselves. A student goal sheet will be recorded for each individual student showing their current score in math and a goal score the student would like to attain during the next test administration in spring. Individual goals will be reviewed with students before the spring MAP testing window in February. All information will be kept in the teacher's data notebook. Teachers will maintain copies of student goal sheet in data notebook.
Professional development opportunities for each math teacher (State and National Conferences, Local and State Workshops)	Administration, Math Coach, & Math/SPED Teachers	July 2008	Teachers will have the opportunity to attend professional development sessions that are designed to address best practices, content related information, as well as differentiation methods. New information will be applied to the classroom and shared with other teachers in the building. Content Meeting minutes/agenda will reflect teachers sharing

			information. Math Coach will keep copies of minutes, agenda and information that teachers share from the conferences.
Individual conferences between teachers and math coach for planning/reflective conversation on student achievement, state standards, classroom observations, and classroom instruction	Math Coach & Math/SPED Teachers	August 2008	The individual conferences will give the Math Coach and teacher the opportunity to discuss the strengths and weaknesses of the lesson regarding content and management. Strategies will be given to the teacher for suggested areas of growth and the Math Coach will continue to monitor the areas through future observations. Teacher/Coach contact log will be maintained by Math Coach.
Integrate math across the curriculum	Administration, Leadership Team, All Teachers, & Guidance	October 2008	The entire building will be involved in math activities during Metric Week and Pi day. The activities will be done in all enrichment classes as a reinforcement of standards. Lesson plans will reflect plans for this week as well as copies of the completed activity. . Math Coach will keep copies of lessons used for the specified days. Lesson Plans are monitored by administrators through www.ontourcesystems.com .
Use bi-monthly grade level content meetings, grade level planning and Early Release for collaboration and sharing ideas	Administration, Math Coach, Math/SPED Teachers	August 2008	These meetings will be used to address instruction, content/standards, management, etc. Peer observations will be used with this strategy as a way to increase collaboration and consistency in each grade level and department. Content Meeting minutes/agenda will reflect teachers sharing information. Math Coach will keep copies of bi-monthly agenda, minutes, and copies of peer observation documentation form that teachers will use for observation.
Set/Revise group norms to enhance and develop professionalism within learning communities	Math Coach, Math/SPED Teachers	August 2008	Departmental and Grade Level Norms will be set so that ground rules are laid and meaningful dialogue takes place. Copies of Norms are available at each meeting. Math coach will maintain a copy of norms. These are used at every content meeting.
Increase community and parent involvement through career connections and Academic Night	Administration, Math/SPED Teachers	October 2008	These events will increase parent involvement and support for our school goals. Conference logs will be maintained from Individualized Graduation Plan conferences as well as all plans for Career Day. Flyers, AlertNow Data, Parent Letters, and Teacher Plans for these activities will be available. Guidance Counselors

			will maintain documentation from IGP conferences and career day activities. Principal will maintain Alertnow data, parent letters, and teacher plans for academic night.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 30% of students in grades 6th – 8th will increase Reading MAP scores at least 1 or more RIT levels as measured from Fall Map 2008 to Winter 2009.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Utilize Odyssey lessons that are correlated with MAP RIT bands.	Literacy Coach, ELA/SPED Teachers	September 2008	All students will be scheduled to visit the computer lab once a month to work on ELA Odyssey lessons, which are generated based on Map Rit scores or by teacher input. The lessons are utilized as remediation for targeted skills. Class reports are analyzed as evidence of student progress and aid teachers in monitoring and adjusting their lessons and plans to focus on identified weaknesses. The lab facilitator will keep a copy of the lab schedules. Class reports will be maintained in teacher data notebooks.
Use Test for Higher Standards as benchmarks for each nine week period.	Literacy Coach, ELA/SPED Teachers	August 2008	Benchmarks will provide common assessments for data desegregation which will guide classroom instruction. Copies of the test and data will be provided. Literacy Coach will keep copies of tests and the data analysis.
Individual conferences between teachers and the Literacy Coach to have reflective conversations about	Literacy Coach, ELA/SPED Teachers	August 2008	The individual conferences will give the Literacy Coach and teacher the opportunity to discuss the strengths and weaknesses of the lesson regarding

classroom observations, student achievement, standards, and best practices			content and management. Strategies will be given to the teacher for suggested areas of growth and the Literacy Coach will continue to monitor the areas through future observations. Teacher/Coach contact log will be maintained by Literacy Coach.
Use MAP Data to set individual teacher and student goals	Literacy Coach, ELA Teachers	October 2008	At the completion of the fall MAP assessment all ELA teachers will analyze their student fall MAP data to set overall goals for each of their classes. An NWEA goal setting form will be used to set four goals for each of their ELA classes. For the purpose of identifying gains they would like their students to achieve in the RIT bands. In October, teachers will meet individually with each of their students to help them set individual goals for themselves. A student goal sheet will be recorded for each individual student showing their current score in Reading and a goal score the student would like to attain during the next test administration in spring. Individual goals will be reviewed with students before the spring MAP testing window in February. All information will be kept in the teacher's data notebook. Literacy Coach will review data with teachers.
Tiger Time (enrichment) to reinforce and remediate reading skills	Literacy Coach, SPED/ELA/Social Studies Teacher	August 2008	Notebook of Lessons that will be taught during Tiger Time (enrichment) that address student needs. Rotation schedule that will show student groupings based on MAP data. Incentive Program to reward students for active participation during enrichment period based on icon sheets. Each ELA teacher has a Tiger Time notebook of lessons. Literacy Coach will maintain rotation schedule and incentive program information.
Complete National History Day Project in Social Studies and ELA. (Cross-curricular)	Administration, Literacy Coach, SPED/ELA/Social Studies Teachers	August 2008	Students will be involved in the National History Day Project. This project incorporates ELA/Social Studies standards and this project will be done in and out of school. It reinforces research standards for our students. The students will use a project assignment sheet that includes a rubric. Students

			will have to include a rough and final draft. . Assistant Principals will maintain a file with all history day deadlines, topic information, and school schedule. Teachers will maintain final projects from students.
Use bi-monthly grade level content meetings, grade level planning and Early Release for collaboration and sharing ideas	Administration/Literacy Coach, SPED/ELA/Social Studies Teachers	August 2008	These meetings will be used to address instruction, content/standards, management, etc. Peer observations will be used with this strategy as a way to increase collaboration and consistency in each grade level and department. Content Meeting minutes/agenda will reflect teachers sharing information. Literacy Coach and Assistant Principals (Social Studies) will keep copies of bi-monthly agenda, minutes, and copies of peer observation documentation form that teachers will use for observation.
Purchase for every 7th grader "SC Standards Reinforcement Guide" for a home copy	Administration/Social Studies Teachers	August 2008	This will allow students to have a copy at home and at school. This will increase consistency in the classroom because all students will have one. Additionally, this tool is an excellent reinforcement guide for social studies standards and they can utilize it at home for homework and studying purposes. Lesson plans will reflect how these are being used. Purchase order will show the amount ordered. Assistant Principal will maintain copy of purchase orders for book. Lesson plans are monitored weekly through www.uncoursesystems.com
Utilization of "Teaching Reading in Social Studies" Teacher's Manual to enhance reading strategies of vocabulary development, text processing, and reflection of text.	Administration/Social Studies Teachers/Literacy Coach.	August 2008	The assistant principals and the literacy coach will utilize a manual, "Teaching Reading in Social Studies". Material will be shared during content level meetings on with all grade levels. An agenda and minutes are available for each meeting. . Assistant Principals will maintain agendas and minutes from bi-monthly meetings.
Professional development opportunities for each ELA/Social Studies teacher (State and National Conferences, Local and State Workshops)	Administration, Literacy Coach, & ELA/Social Studies/SPED Teachers	July 2008	Teachers will have the opportunity to attend professional development sessions that are designed to address best practices, content related

			information, as well as differentiation methods. These things can be applied to the classroom and shared with other teachers in the building. Content Meeting minutes/agenda will reflect teachers sharing information. Literacy Coach will keep copies of minutes, agenda and information that teachers share from the conferences.
Construct PASS-like assessments based on new Bloom's Taxonomy and its correlation to the Social Studies Standards.	Administration, Social Studies/SPED teachers	August 2008	The assistant principals will work with teachers to assist them with unpacking the standards for each grade level. An agenda and minutes are available for each meeting. Assistant Principal will maintain copies of agendas and documentation from unpacking standards.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 30% of students in grades 6th – 8th will increase Language MAP scores at least 1 or more RIT levels as measured from Fall Map 2008 to Winter MAP 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Focus on writing through the use of writing workshops and PASS like writing prompts.	Literacy Coach, ELA/SPED Teachers	August 2008	The literacy coach will present bi-monthly instruction and materials on what constitutes an effective writing program and strategies for using the PACT writing rubric to all ELA teachers during content meetings. Each grade level will develop a writing plan for the year incorporating the types of writing that would be focused on each semester. In addition, each grade level will administer 4 PASS like prompts to be administered and scored throughout the year as part of their formal assessment in writing. Teachers will keep writing samples and/or portfolios on each student to monitor progress and track weaknesses and strengths. Remediation will be given based on the formal assessments. Differentiation will be addressed through use of individual student conferences. Literacy Coach will maintain copies of the prompts. Teachers will maintain student portfolios.
Utilize Odyssey lessons that are correlated with MAP RIT bands.	Literacy Coach, ELA/SPED Teachers	September 2008	All students will be scheduled to visit the computer lab once a month to work on ELA Odyssey lessons, which are generated based on Map Rit scores or by teacher input. The lessons

			are utilized as remediation for targeted skills. Class reports are analyzed as evidence of student progress. Teachers use collected data to monitor and adjust their lessons and plans to focus on skill weaknesses identified. Administrator and Coach will complete lab observations. . The lab facilitator will keep a copy of the lab schedules. Class reports will be maintained in teacher data notebooks.
Use Test for Higher Standards as benchmarks for each nine week period.	Literacy Coach, ELA/SPED Teachers	August 2008	This will allow us the opportunity to have common assessments and we can disaggregate the data. The data provides direction for differentiated instruction in the classroom. The tests also give the students exposure to PASS-like questions. Literacy Coach will keep copies of tests and the data analysis.
Individual conferences between teachers and the Literacy Coach to have reflective conversations about classroom observations, student achievement, standards, and best practices.	Literacy Coach, ELA/SPED Teachers	August 2008	The individual conferences will give the Literacy Coach and teacher the opportunity to discuss the strengths and weaknesses of the lesson regarding content and management. Strategies will be given to the teacher for the areas of growth and the Literacy Coach can continue to monitor the areas through future observations. Literacy Coach will maintain documentation of conferences.
Use MAP Data to set individual teacher and student goals.	Literacy Coach, ELA/SPED Teachers	October 2008	At the completion of the fall MAP assessment all ELA teachers will analyze their student fall MAP data to set overall goals for each of their classes. A NWEA goal setting form will be used to set four goals for each of their 4 ELA classes. The purpose is to identify gains they would like their students to achieve in the areas of reading and language. In addition in November, teachers will meet individually with each of their students to help them set individual goals for themselves. A student goal sheet will be recorded for each individual student showing their current score in reading and language and a goal score the

			student would like to attain during the next test administration in spring. Individual goals will be reviewed with students before the spring MAP testing window in February. All information will be kept in the teacher's data notebook. Literacy Coach will maintain teacher goals.
Related Arts teachers will teach content specific or character education classes during Tiger Time (Enrichment)	Related Arts Teachers, Literacy Coach, Administration	August 2008	Notebook of Lessons that will be taught during Tiger Time (enrichment) that address student needs. Rotation schedule that will show student groupings based on MAP data. Incentive Program to reward students for active participation during enrichment period. Principal will maintain related arts schedule for enrichment and character education notebooks as well as monthly observations of enrichment classes.
ELA Content meetings as a tool to address uniformity among teaching and assessments	Administration/Literacy Coach, SPED/ELA	August 2008	These meetings will be used to address instruction, content/standards, management, etc. Peer observations will also be used with this strategy. This will increase collaboration and increase consistency in each grade level as well as in the entire department. Literacy Coach will maintain agendas and minutes from bi-monthly meetings.
Professional development opportunities for each ELA teachers (State and National Conferences, Local and State Workshops)	Administration, Literacy Coach, & ELA/SPED Teachers	July 2008	Teachers will have the opportunity to attend professional development sessions that are designed to address best practices, content related information, as well as differentiation methods. These things can be applied to the classroom and shared with other teachers in the building. Literacy Coach will maintain agendas and minutes from bi-monthly meetings.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, 80% of students in grades 6th – 8th will score 80 or above on grade level Science Test for Higher Standards as measured from Fall 2008 Pre-Test to Winter 2009 Post Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Create and implement curriculum maps to guide instruction	Science Coach, Science/SPED teachers	August 2008	Copies of revised Curriculum Map for all grade levels to ensure that SC Standards are being taught and paced appropriately. Copies of lesson plans and teacher evaluations to monitor when and how the standards are being taught in the classroom on a weekly basis. Long range plans submitted by teachers. Science Coach and Grade Level Administrators will maintain copies of Curriculum Maps for each grade. Lesson plans are monitored through www.oucoursesystems.com by Science Coach and Grade Level Administrators. Grade Level Administrators will keep copies of Long Range Plans.
Tiger Time enrichment to reinforce and remediate science and literacy skills	Science Coach, Science/SPED teachers	August 2008	Notebook of Lessons that will be taught during Tiger Time (enrichment) that address student needs. Rotation schedule that will show student groupings based on MAP data. Incentive Program to reward students for active participation during enrichment period based on icon sheets. Each science teacher has a Tiger Time notebook of lessons. Science Coach will maintain rotation schedule and incentive program information.

Use Odyssey to individualize instruction, reinforce and build science skills	Science Coach, Science/SPED teachers	October 2008	All students will be scheduled to visit the computer lab once a month to work on science Odyssey lessons, which are generated based on state standards or by teacher input. The lessons are utilized as remediation for targeted skills. Class reports are analyzed as evidence of student progress and aid teachers in monitoring and adjusting their lessons and plans to focus on identified. The lab facilitator will keep a copy of the lab schedules. Class reports will be maintained in teacher data notebooks.
Use Test for Higher Standards as a resource for developing standards-based pre and post tests, PASS-like unit, semester, and yearly assessments	Science Coach, Science/SPED teachers	August 2008	Benchmarks will provide common assessments for data desegregation which will guide classroom instruction. Copies of the test and data will be provided. Science Coach will keep copies of tests and the data analysis.
Use Test for Higher Standards data to set student and teacher goals	Science Coach, Science/SPED teachers	September 2008	Student Growth Reports will give us individual results for students and will help to individualize instruction using differentiated methods in the class. Science Coach will maintain teacher goals and student goals will be maintained in data notebooks.
Set/Revise group norms to enhance and develop professionalism within learning communities	Science Coach, Science/SPED teachers	August 2008	Departmental and Grade Level Norms will be set so that ground rules are laid and meaningful dialogue takes place. Copies of Norms are available at each meeting. Science Coach will maintain copy of norms and they are available at each meeting.
Professional development opportunities for each science teacher (State and National Conferences, Local and State Workshops)	Science Coach, Science/SPED teachers	August 2008	Teachers will have the opportunity to attend professional development sessions that are designed to address best practices, content related information, as well as differentiation methods. New information will be applied to the classroom and shared with other teachers in the building. Content Meeting minutes/agenda will reflect teachers sharing information. Science Coach will keep copies of minutes, agenda and information that teachers share from the conferences.

Use bi-monthly grade level content meetings, grade level planning and Early Release for collaboration and sharing ideas	Science Coach, Science/SPED teachers	August 2008	These meetings will be used to address instruction, content/standards, management, etc. Peer observations will be used with this strategy as a way to increase collaboration and consistency in each grade level and department. Content Meeting minutes/agenda will reflect teachers sharing information. . Science Coach will keep copies of bi-monthly agenda, minutes, and copies of peer observation documentation form that teachers will use for observation.
Individual conferences between teachers and science coach for planning/reflective conversation on student achievement, state standards, classroom observations, and classroom instruction	Science Coach, Science/SPED teachers	August 2008	The individual conferences will give the Science Coach and teacher the opportunity to discuss the strengths and weaknesses of the lesson regarding content and management. Strategies will be given to the teacher for suggested areas of growth and the Science Coach will continue to monitor the areas through future observations. Teacher/Coach contact log will be maintained by Science Coach.
Implement research-based curriculum in classroom instruction such as Foss Kits, STC kits, etc	Science Coach, Science/SPED teachers	August 2008	Teachers will use kits to help guide instruction in the classroom. The kits are standards based and provide teachers with the opportunity to include hands-on activities while addressing standards. Classroom observations will be done by Science Coach and Administrators. Science Coach will keep district Science Kit Rotation Schedule and assessments used with the kits.
Construct assessments based on Bloom's Taxonomy and its correlation to the science standards	Science Coach, Science/SPED teachers	August 2008	Teachers at grade level meetings will create taxonomy tables. The taxonomy level for each indicator as identified in science standards will be placed in the taxonomy table provided by the state department to make it easier for teachers to use and understand. This teacher created tool will also make it easier to understand how each indicator should be assessed. Using this tool and the "assessment" portion of the standards teachers will begin to review, revise, and edit the Test for Higher Standards questions for use as Unit Test. Science Coach will keep the data and copies of the assessment questions created through Tests for Higher Standards.

Integrate science across the curriculum	Science Coach, Science/SPED teachers	August 2008	The entire building will be involved in science activities during Earth Science Week and Earth Day that increase awareness. The activities will be done in all enrichment classes as a reinforcement of standards. Lesson plans will reflect plans for this week as well as copies of the completed activity. Lesson plans are monitored weekly through www.onsourcesystems.com Science Coach will maintain planning notes from Earth Science Week.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will ensure implementation of effective teaching strategies through differentiated instruction and student engagement that will result in 30% of students in grades 6th – 8th increasing at least one or more RIT levels as measured from Fall MAP 2008 to Winter 2009 in Math.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide teachers with professional development on differentiated instruction	Administration & Aimee Dean (Consultant)	August 2008	All teachers will have access to Aimee Dean through workshops and follow up visits. The workshops will train teachers on how to differentiate instruction and assessments in the classroom. Lesson plans will reflect differentiation (units). Administration and instructional coaches will observe classes. Administration will maintain copies of monthly observations.
Provide teachers with professional development on student engagement	Administration & District Office.	July 2008	All teachers will be involved in a framework called Working on the Work through the Schlecty Center for leadership in school reform. The framework will help teachers to measure student engagement. Students will reflect on engagement meters. Lesson plans will include design qualities. Administration and instructional coaches will observe classes and collect engagement meters. Administration will maintain copies of monthly observations.
All teachers will engage in peer observations to observe differentiation and student engagement	Administration	October 2008	All teachers will observe their peers and help colleagues identify engaging lessons. They will have collegial conversations about the observations. Evidence: Teachers will submit Peer Observation form to content coaches and administration. Administration will maintain copies of peer observations.
Differentiation will be noted on weekly lesson plans	Administration	September 2008	All teachers will use Oncourse Systems to post lesson plans online. These plans will include a place for teachers to note how they are making the lesson different for the different abilities they have in their classes. Evidence: Copies of lesson plans. . Lesson Plans are monitored weekly through www.oncoursystems.com .
Teachers will collaborate and plan a unit together that will include differentiation of instruction	Administration & Content Coaches	August 2008	This strategy will allow teachers to collaborate and come up with ideas together on how to differentiate a unit together. This will help with consistency for covering the standards. Evidence: Unit plan.

Classroom observations to measure differentiation of instruction.	Administration, Content Coaches, District Office Staff	October 2008	Classrooms will be observed on a regular basis. In October, the observation tool will include a place to determine if the lesson includes differentiation. Evidence: Copies of observation forms. Administration will maintain copies of monthly observations.
Classroom observations to measure student engagement.	Administration, Content Coaches, District Office Staff	October 2008	Classrooms will be observed on a regular basis. In October, the observation tool will include an engagement meter that will indicate the level of student engagement. Evidence: Copies of engagement meters. Administration will maintain copies of monthly observations and meters.
Utilize MAP data to provide differentiation instruction for students to address areas of strength and weaknesses.	Administration, Content Coaches	October 2008	Teachers will use the Des Cartes (NWEA) to align lesson plans. Administration and content coaches will review lesson plans, conduct teacher conferences and observe lessons. Evidence: Copies of lesson plans, teacher conference logs.
Utilize student RIT band scores to group students for Tiger Time (enrichment)	Administration and Content Coaches	August 2008 and January 2008	Enrichment rosters show that students are grouped by their Spring Reading Rit Scores. Teachers will evaluate Fall Reading Map Scores and student progress and regroup as necessary. Administration and content coaches will review and update groupings as necessary. Evidence: Student rosters, master schedule and administration will maintain observations of enrichment.
Integrate the use of technology to differentiate instructional levels for students using the Odyssey Lab.	Administration and Content Coaches.	August 2008	All students will be scheduled to visit the computer lab once a month to work on Odyssey lessons in each content area, which are generated based on Map Rit scores or by teacher input. The lessons are utilized as remediation for targeted skills. Class reports are analyzed as evidence of student progress and aid teachers in monitoring and adjusting their lessons and plans to focus on identified. Content coaches and administration will do lab observations. Content coaches will review lab reports with teachers during content meetings.
Establish procedures and provide data for developing individual teacher report cards based on SC School Report Card guidelines.	Administration and District Office Staff	August 2008	The Directors of Middle/Secondary Education and Elementary Education will provide the principal with a template and formula to create individual report cards for teachers based on the SC accountability system and last year's PACT data. Administration will meet with teachers individually to discuss the data and their rating. Evidence: Copies of teacher/class report card. Administration will maintain a copy of the completed report card.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By March 1, 2009, the principal will ensure implementation of effective teaching strategies through differentiated instruction and student engagement that will result in 30% of students in grades 6th – 8th increasing at least one or more RIT levels as measured from Fall MAP 2008 to Winter 2009 in Reading.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide teachers with professional development on differentiated instruction	Administration & Aimee Dean (Consultant)	August 2008	All teachers will have access to Aimee Dean through workshops and follow up visits. The workshops will train teachers on how to differentiate instruction and assessments in the classroom. Lesson plans will reflect differentiation (units). Administration and instructional coaches will observe classes.
Provide teachers with professional development on student engagement	Administration & District Office.	July 2008	All teachers will be involved in a framework called Working on the Work through the Schlecty Center for leadership in school reform. The framework will help teachers to measure student engagement. Students will reflect on engagement meters. Lesson plans will include design qualities. Administration and instructional coaches will observe classes.

All teachers will engage in peer observations to observe differentiation and student engagement	Administration	October 2008	All teachers will observe their peers and help colleagues identify engaging lessons. They will have collegial conversations about the observations. Teachers will submit Peer Observation form to content coaches and administration.
Selected Related Arts teachers will teach a content specific Tiger Time (enrichment) class	Administration and District Office Staff	August 2008	Related Arts teachers will be assigned to ELA, Science, Math, and Social Studies classes for a 65-minute class period. They will assist with classroom management plans, co-teaching, small group instruction, and assisting with student accommodations per IEPs.
Differentiation will be noted on weekly lesson plans	Administration	September 2008	All teachers will use Oncourse Systems to post lesson plans online. These plans will include a place for teachers to note how they are making the lesson different for the different abilities they have in their classes.
Utilize student RIT band scores to group students for Tiger Time (enrichment)	Administration and Content Coaches	August 2008 and January 2008	Enrichment rosters show that students are grouped by their Spring Reading Rit Scores. Teachers will evaluate Fall Reading Map Scores and student progress and regroup as necessary. Administration and content coaches will review and update groupings as necessary.
Integrate the use of technology to differentiate instructional levels for students using the Odyssey Lab.	Administration and Content Coaches.		All students will be scheduled to visit the computer lab once a month to work on Odyssey lessons in each content area, which are generated based on Map Rit scores or by teacher input. The lessons are utilized as remediation for targeted skills. Class reports are analyzed as evidence of student progress and aid teachers in monitoring and adjusting their lessons and plans to focus on identified.

Establish procedures and provide data for developing individual teacher report cards based on SC School Report Card guidelines.	Administration and District Office Staff	August 2008	The Directors of Middle/Secondary Education and Elementary Education will provide the principal with a template and formula to create individual report cards for teachers based on the SC accountability system and last year's PACT data. Administration will meet with teachers individually to discuss the data and their rating.
Use bi-monthly grade level content meetings, grade level planning and Early Release for collaboration and sharing ideas	Administration and Content Coachers	August 2008	These meetings will be used to address instruction, content/standards, management, etc. Peer observations will be used with this strategy as a way to increase collaboration and consistency in each grade level and department. Content Meeting minutes/agenda will reflect teachers sharing information.
Teachers will collaborate and plan a unit together that will include differentiation of instruction	Administration & Content Coaches	August 2008	This strategy will allow teachers to collaborate and come up with ideas together on how to differentiate a unit together. This will help with consistency for covering the standards.
Classroom observations to measure differentiation of instruction	Administration, Content Coaches, District Office Staff	October 2008	Classrooms will be observed on a regular basis but beginning in the October, the observation tool will include a place to determine if the lesson includes differentiation.
Classroom observations to measure student engagement	Administration, Content Coaches, District Office Staff	October 2008	Classrooms will be observed on a regular basis but beginning in the October, the observation tool will include an engagement meter that will indicate the level of student engagement.
Utilize MAP data to provide differentiation instruction for students to address areas of strength and weaknesses.	Administration, Content Coaches	October 2008	Teachers will use the Des Cartes (NWEA) to align lesson plans. Administration and content coaches will review lesson plans, conduct teacher conferences and observe lessons.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1st, 2009, 100 % of all core content teachers will demonstrate proficiency in instructional effectiveness as measured by each teacher receiving an average rating on at least three observations in differentiated instruction on the district’s observation instrument.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development in differentiated instruction for all core area content teachers at Newberry Middle School.	Cynthia Downs, Asst. Supt. For Instruction Howard Snelling, Director of Mid/Secondary	July 2008 May 2009	100% (40) of all teachers in all content areas will participate in workshops on differentiated instruction conducted by Aimee Dean (consultant). Consultant will follow up with classroom observations. Attendance sheets will act as indicators of attendance and participation and copies of observations. Director of Teacher Quality, Assistant Superintendent, Director of Middle and Secondary
Conduct observations of all core content teachers focusing on the use of differentiated instruction in the classroom.	Cynthia Downs Asst. Supt. For Instruction Howard Snelling Director of Mid/Secondary	July 2008 May 2009	Building level administrators, Curriculum coaches, and the Director of Mid/Secondary will observe all core content area teachers a minimum of three times with a focus on differentiated instruction. Evidence of copies of observation forms will be filed for each teacher.
All weekly lesson plans by core content teachers will be reviewed to check for the planning of differentiated instruction.	Cynthia Downs Asst. Supt. For Instruction Howard Snelling Director of Mid/Secondary	July 2008 May 2009	Building level administrators, Curriculum coaches, and the Director of Mid/Secondary will collect and review lesson plans indicating teacher planning for differentiated instruction in the classroom.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1st, 2009, the School District of Newberry County will ensure that all teachers (100%) at Newberry Middle School participate in five days of professional development focusing on promoting student engagement in the classroom that will result in 30% of students in grades 6th – 8th increasing at least one or more RIT levels as measured from Fall 2008 to Winter 2009 in Reading and Math.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide Professional Development opportunities in student engagement through strategic consultation and targeted advice to district leaders, technical assistance and training for all (40) teachers and Administrators (Principal and 3 Assistant Principals)	Bennie Bennett Superintendent Cynthia Downs Assistant Superintendent Dr. Carol Lenderman Teacher Quality	August 2008 May 2009	100% (40) teachers’ attendance at all Working on the Work (WOW) Work Shops during the Academic School Year 2008-2009 as designated by the five professional development days as indicated on the 2008-2009 District Calendar. Evidence also includes copies of staff attendance. Superintendent Assistant Superintendent Director of Teacher Quality
All English and Math teachers will be observed to look for student engagement design qualities.	District Staff	August 2008 May 2009	All English and Math teachers will be observed once each semester using engagement meters. The meters will be collected as evidence and kept by the Director of Middle/Secondary Education.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Student Achievement Focus Goals

1. Odyssey is a computer-based software that is aligned with Rit Ranges. It will assign lessons based on the most recent MAP data. It is also aligned to our SC state standards. All schools in our district use this software.
2. Test For Higher Standards are tests that are aligned to SC Standards. The questions are PACT-like and are being used as common assessments.
3. Measures of Academic Progress is being used because it gives immediate feedback on how students are doing. The data helps drive instructional decisions.
4. Oncourse Systems – a web-based lesson plan/website tool for teachers to post/archive lesson plans. Plans can be completed from any computer that has internet access. The website is www.onsourcesystems.com

Differentiate Instructional practices will incorporate the use of collaborative teams of teachers with effective instructional leaders who meet regularly to examine student work and disaggregate data (with the use of MAP – Measure of Academic Progress) as an efficient way to inform instruction. A differentiated classroom offers a variety of learning – options to tap into different readiness levels, interests, and learning profiles. We will look to use three areas to complete this process in all of our classrooms.

- (1) a variety of ways for students to explain curriculum intent
- (2) a variety of sense making activities or processes through which students can come to understand or own information and ideas, and
- (3) a variety of options through which students can demonstrate mastery of learning.

WOW, Working on the Work

WOW, Working on the Work is designed to enhance the capacity of the district to support and sustain reform at the building and classroom levels. By providing Professional Development for all teachers at Newberry Middle School through the Schlechty Center we will be able to redesign the school so that it is more clearly focused on providing quality work for students and so students become the true focus of all decisions made in the school.

In addition we will be able to help teachers, parents and others who work in the school develop a better understanding of the quality of work for students, and ensure that all teachers have the tools and support they need to design and deliver the highest quality of work for students.